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ABSTRACT

The report studies the interaction between black students' academic performance and their vocational identity, and the impact this interaction has on their higher education experience. Using data from the Maryland Longitudinal Study for 339 black students at the University of Maryland-College Park (UMCP), students were placed into one of four categories based on their academic performance during their freshman year and on their degree of vocational clarity at the end of their freshman year: "undirected" students who had a below average vocational identity and had been placed on academic probation, "unrealistic" students who had an above average vocational identity yet had been placed on academic probation, "potential" students who were in good academic standing yet had a below average vocational identity, and "achiever" students who were in good academic standing and had an above average vocational identity. Findings suggest that strong academic skills are critical for persistence to graduation, that a strong vocational identity does not compensate for weak academic skills, and that a combination of strong academic skills and a sense of the relevance of the college experience to one's future career plans is most predictive of persistence to graduation. Summary statistics and a list of 14 references are appended. (JDD)

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MLS RESEARCH HIGHLIGHTS

Maryland Longitudinal Study

RESEARCH REPORT #15

THE BLACK STUDENT EXPERIENCE

EXECUTIVE SUMMARY

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MLS RESEARCH HIGHLIGHTS

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RESEARCH REPORT #15

THE BLACK STUDENT EXPERIENCE

EXECUTIVE SUMMARY

Despite the press during the last decade to engage black students in the higher education enterprise, the proportion of black students who persist in college until graduation is disappointing. Understanding black students' needs and collegiate experiences is critical to increasing black student persistence and graduation rates.

The premise investigated in this report concerns the interaction between students' academic performance and their vocational identity, and the impact this interaction has on their higher education experience. Black students at UMCP were placed into one of four categories, based on their academic performance during their freshman year, and on their degree of vocational clarity at the end of their freshman year. Aspects of these students' educational experience are then discussed by subgroup.

UNDIRECTED students not only had a below average vocational identity but also had been placed on academic probation at some point during their first year at UMCP. These students were confronted by the challenges of poor academic skills, a lack of vocational clarity, the competing demands of academics and employment, and unrealistic expectations about their success in higher education. Yet they were unlikely to use the support services available to them. Further, they were most likely of the four subgroups to be first generation college students. Only 14% of the students in the UNDIRECTED subgroup persisted at UMCP to graduation.

UNREALISTIC students had an above average vocational identity yet had been placed on academic probation at some point during their first year at UMCP. Almost 90% had decided on their academic major before they matriculated at UMCP, and the same proportion reported they were satisfied by their choice of career. However, these students, like the Undirected students, had to balance the time demands of academic work and employment. And although they had a clear idea of what they wanted to do once they finished their undergraduate education, their academic skills were not strong enough to facilitate the critical balance of time and needs. Only 13% of the UNREALISTIC students persisted at UMCP until graduation.

POTENTIAL students were in good academic standing their first year at UMCP yet had a below average vocational identity. In addition to their strong academic skills, they had two things going for them: they were the most likely of the four subgroups to be second generation college students, and they were unlikely to have been employed during the academic year. Interestingly, 68% of the students in this subgroup reported during their freshman year that they thought it was very likely that they would leave college before graduating. However, 42% of the POTENTIAL students persisted at UMCP until graduation.

ACHIEVER students were in good academic standing their first year at UMCP and had an above average vocational identity. These students had the benefits of strong academic skills and a clear idea of what they wanted to do after graduation. They also were the least likely of the subgroups to report financial concern or to have been employed during the academic year. On the other hand, many of these students reported they were dissatisfied with their college experience. Fifty-one percent of the ACHIEVER students nevertheless persisted at UMCP until graduation.

The findings in this report suggest that strong academic skills are critical for persistence at UMCP until graduation, that a strong vocational identity does not compensate for weak academic skills, and that a combination of strong academic skills and a sense of the relevance of the college experience to one's future career plans is most predictive of persistence to graduation of black students.

Academic support services are available to students at UMCP. Assistance to help students concretize their vocational plans is available as well. Unfortunately many students who would benefit from these services do not take advantage of their availability.

Many black students at College Park are the first generation of their family to attend college. Many more had parents who attended college but did not earn a baccalaureate degree. A college degree for these students would both create career options and effect social and economic mobility. Yet the "norm" of using resources which would help students achieve their educational and vocational goals appears to be missing.

The campus community needs to work toward providing a supportive atmosphere for black students by focusing not only on their *presence* at UMCP but also on ways to enhance their *educational experience* while they are here.

Maryland Longitudinal Study Steering Committee
Division of Student Affairs
The University of Maryland College Park
Spring 1990

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The Maryland Longitudinal Study (MLS) is a research undertaking of the Division of Student Affairs at The University of Maryland at College Park. A significant number of Student Affairs staff have been involved in the study since its inception. A Steering Committee appointed by the Vice President for Student Affairs has been responsible for the methodology, data collection, and management of this project. These individuals are listed in Appendix A of the MLS report entitled "The Maryland Longitudinal Study—A Descriptive Overview: The Study's Purpose, Goals, Features, Participants, and Design."

I. INTRODUCTION

During the 1960's and 1970's, many predominantly white institutions began the aggressive recruitment of minority students. The increase of black student enrollment in colleges during this time was attributed to: (a) the Civil Rights Act of 1964; (b) the Supreme Court decision in the case of Brown v. Board of Education of Topeka, Kansas, which ended racial segregation in education; (c) the federal government's report entitled "Equality of Education Opportunity Report" (Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld & York, 1966), which pointed out numerous racial inequalities in American educational institutions; (d) the 1965 U.S. Higher Education Act, which included financial aid programs for the economically disadvantaged; (e) the Federal Court decision of 1973 in the case of Adams v. Richardson, which compelled institutions of higher education to develop desegregation plans; and (f) the fact that many institutions had been mandated by the State and Federal governments to increase the numbers of blacks recruited and enrolled (Nettles, 1988). However, despite these gains toward providing blacks the opportunity to obtain a higher education degree, blacks remain seriously under-represented among the ranks of students earning baccalaureate degrees. The American Council on Education reports that there was a five percent decline in the number of undergraduate degrees awarded to all minorities between 1980-81 and 1982-83. In addition, matriculation of black high school students in institutions of higher education has been declining (Arbeiter, 1987).

Thus, despite the press to enroll and engage blacks in the higher education enterprise, the number persisting in college is disappointing. Reasons why black students fail to persist to graduation include: financial concerns, social dissatisfaction, and academic concerns. (For further in-depth information on these concerns of undergraduate students, and black students in particular, see previous MLS report #5, entitled *"Students Who Become Nonstudents: Who, What, Why and to Do What?"*).

Understanding how black students' collegiate experiences differ from those of white students is critical to influencing black student retention in higher education. Research on student development shows that during the college years, students are struggling with issues of independence, values, career choices, and social issues. Developmental issues are often compounded or overshadowed for black students at predominantly white institutions by feelings of alienation, financial pressures, academic difficulties, lack of vocational clarity, loneliness, and social adjustment problems. These issues cannot be adequately examined without understanding black students as individuals: e.g., their demographic background, financial situation, aspirations, and emotions. Black students in higher education come from a variety of environments. Differences occur in income level, economic status, social experience and cultural background. There are, however, characteristics which some black students share. These may include: entering college academically underprepared and financially disadvantaged; and once at college, being less satisfied and involved with campus life, being unaffected or negatively affected by their college environments, and feeling neglected and unwanted (Pounds, 1987).

The focus of this report is on black students who enrolled at The University of Maryland at College Park during the time period of 1980-1985 and participated in the Maryland Longitudinal Study (MLS). The report addresses the issues of: academic preparation during high school; academic performance during the college years; views held by black students toward the campus environment; vocational issues; and expectations of college life. Data from the freshman year are emphasized because typically students' early perceptions, attitudes and experiences set the stage for their overall evaluation of college life. In addition, knowledge of freshman concerns may permit interventions or changes that will have profound impact on students' later college years. In sum, this report will discuss general trends and characteristics of black students on a predominantly white, urban campus, emphasizing the freshman year experience.

The Maryland Longitudinal Study (MLS) is a longitudinal study of over 700 individuals who matriculated at The University of Maryland at College Park (UMCP) in the Fall of 1980 and from whom data were collected for the next five years (regardless of participants' subsequent enrollment status, e.g., persisting at UMCP, transferring, or dropping out of higher education).

There were two groupings of individuals studied by the MLS: the Representative Group (N = 468) and the Black Group (N = 339). The Representative Group is a random sample of students who entered UMCP as first time freshmen in the Fall of 1980. The sample is representative of the freshman class from which it was drawn, including its ethnic composition. The Representative Group includes approximately 10% black students. Using such a random sample technique as a basis for selecting participants for a research study can result in losing information about subgroups of the total population. This is particularly true if the subgroups are a small minority of the population. A representation of 10% in the Representative Group provided too small a number of black students to draw meaningful conclusions concerning their higher education experience. Therefore, the entire population of American black freshmen entering UMCP in the Fall of 1980 (n = 494) was invited to participate in the study. The names of 73 (15%) of these black freshmen had been drawn for the Representative Sample. (Note: 48 of these individuals agreed to participate in the study.) Of the 421 black freshmen who remained as potential study participants after the Representative Sample had been drawn, 72% (n = 291) agreed to participate and provided at least partial information during the initial data collection period in the Spring of 1981. Nine percent refused participation either during the initial contact in the Fall of 1980 or at the spring contact. Eight percent were uncontacted, and 11% were subsequently dropped because of repeated no-shows for data collection appointments or because of large amounts of missing data.

Thus the term Black Group refers to all black participants in the MLS, including the black students in the Representative Group (n = 48). Therefore, the Black Group is made up of 339 participants: 48 black individuals from the Representative Group and 291 other black freshmen entering UMCP in the Fall of 1980 who agreed to participate in the MLS. The data from the Black Group provide the foundation of this report.

II. RATIONALE FOR METHODOLOGY AND TERMINOLOGY USED IN THIS REPORT

The present report, in some aspects, parallels a longitudinal study performed by Katchadourian and Boli at Stanford University (1985). Their study investigated the relationship between aspirations of students and the choices they made as undergraduates. The researchers wanted to understand the academic predispositions students bring to college and how those predispositions are shaped by the college experience. More specifically, Katchadourian and Boli were interested in how students who were motivated to attend college by career-related issues differed from students who chose more "intellectual" reasons for attending. The study was performed at Stanford University, a small private university with a highly selective undergraduate student body. A four part typology was developed by these researchers by combining the ratings from two scales (one measuring motivations and interests based on careers and the other measuring more intellectual concerns). The resulting typology consisted of:

Careerists: students who rated *high* on the careerism scale and *low* on the intellectualism scale;

Intellectuals: students who rated *low* on the careerism scale and *high* on the intellectualism scale;

Strivers: students who rated *high* on *both* scales; and

Unconnecteds: students who rated *low* on *both* scales.

The authors discovered that careerism and intellectualism were not mutually exclusive or necessarily in conflict. Increasing careerism did not necessarily mean the decline of intellectualism. According to Katchadourian and Boli (1985) "we are not convinced that rising interest in vocational preparation is, in itself, a lamentable development. Only when it compromises fundamental educational purposes does it become problematic" (p. 20). Indeed, how well students can integrate the simultaneous goals of career and intellectual interests is not only of great importance to those involved with the research study, but is a current concern of many students, professors, and administrators outside of Stanford (Katchadourian & Boli, 1985).

While the importance of intellectual performance in higher education and its contribution to later vocational success is seldom debated, the emphasis on vocationalism as the chief motivator for persisting in college appears to be on the upswing, and to some, reflects negatively on traditional academic values. Increasing numbers of college students and their families appear to view college today primarily as an avenue to financial security and a better life. This would seem especially true for many minority students who come from lower socioeconomic backgrounds. Not surprisingly for these students, vocationalism is one of the major motivators for entering higher education (Blocher & Rapoza, 1981).

Stimulated by the premise of the Stanford study, the trend in higher education toward a pragmatic career orientation, and the fact that few black students were included in the Katchadourian & Boli (1985) study, we decided to study the Black Group in terms of the careerism and intellectualism templates. Questions such as the following were considered. How clear were the career goals of the black students participating in MLS? How did they perform academically at the college level? How did they feel about their experiences on a predominantly white campus?

Two principle criteria were used to develop this report: official University academic standing at the end of their freshman year at UMCP (our measure of "intellectualism") and performance on the Vocational Identity subscale of an assessment instrument, *My Vocational Situation* (MVS) (our measure of "careerism"). The MVS, a paper-pencil instrument (Holland, 1980), assesses the extent to which subjects report difficulty in vocational decision making. The MVS is based upon the assumption that most such difficulties fall into one or more of the following categories: problems of vocational identity; confusion regarding career choices; problems with decision making; and the inability to correctly assess one's talents and abilities. Thus, we would like the reader to note that while the research presented in this paper is conceptually similar to the work of Katchadourian and Boli in emphasizing careerism and intellectualism, we have chosen our own criteria and terminology when describing the black student population at UMCP.

For the purpose of the present report, students in the MLS Black Group were divided into four sub-groups, based upon their academic standing at UMCP after two semesters and their performance on the Vocational Identity subscale of the MVS (assessed during the spring of their freshman year). Based on these factors, students are categorized into Undirected, Unrealistic, Potential, or Achiever sub-groupings. Definitions are as follows:

Undirected: students on academic probation in Year 1 of MLS and who had a low (at or below the group mean, by sex) vocational identity score as measured by the MVS in Year 1 of MLS.

Unrealistic: students on academic probation in Year 1 coupled with a high (above the group mean, by sex) vocational identity score in Year 1.

Potential: students in good academic standing in Year 1 with a low vocational identity score in Year 1.

Achiever: students in good academic standing in Year 1 who also had a high vocational identity score in Year 1.

Using the above criteria, the Black Group can be categorized as follows:

	Percentage %	N
Undirected:	31	97
Unrealistic:	26	82
Potential:	19	60
Achiever:	25	78
Total:	100	317*

*Twenty-two (22) students within the Black Group had missing data on at least one of the criterion variables and were not included in this report.

The section that follows will analyze the Black Group in terms of the four-part typology outlined above. Profiles will be developed for each group focusing on significant aspects of the undergraduate experience including: initial expectations of college, vocational development, academics, interpersonal development and financial concerns as well as their record of persistence and ultimate rate of graduation from UMCP. Using the typology approach, we hope to provide a more comprehensive understanding of the black student experience than is permitted by studying the group as a whole. In addition, when applicable, gender differences within each sub-group will be highlighted. Appendix A contains the data used in reporting the profiles and is included to summarize and to facilitate comparisons across the sub-groups.

III. FOUR PROFILES

A. THE UNDIRECTEDS

Students characterized as Undirected were on academic probation at some point during their freshman year, and had a low (at or below the group mean, by sex) vocational identity score as measured by the MVS. Undirected students comprised 31% (N = 97) of the Black Group. Thirty-six percent of these students were male; 64% female. Undirected students may be categorized as "at risk" because of their low grades (which resulted in academic probation) and their low vocational identity score. This sub-group is of particular interest because of their low probability for successful completion of college based upon the argument outlined in the introduction. These individuals do not appear to be motivated to persist in college by either a strong vocational or intellectual commitment.

Academic Background

Thirty-four percent of the students within the Undirected sub-group were first generation college students. First generation college student is defined as a student neither of whose parents graduated from a college or university. The largest percentage of first generation college students came from the Undirected group.

Thirty percent of the Undirecteds had at least one parent who attended an institution of higher education for at least a semester, but did not graduate. Thirty percent of the Undirected group were second generation college students, meaning at least one parent completed college.

In terms of academic preparation at the high school level, the mean score on the verbal portion of the Scholastic Aptitude Test (SAT) for the Undirected subgroup was 360; the mean score on the mathematics portion of the exam was 380, for a combined SAT score of 740. Five percent of the Undirected sub-group reported a high school grade point average of A or better; 63% reported having a B average. Thirty-one percent of students in this sub-group reported a C average. Thus, the academic preparation of these students for college may be questionable, based upon SAT scores and self-reported high school grades.

College Expectations

Students often have many goals, aspirations and self-expectations that impact how they perceive the college campus. When black students involved with the MLS were asked "what is the one main reason you decided to attend The University of Maryland?", the answers were diverse. Within the Undirected group, the most popular responses included the following: 29% of the students chose the institution because of its location; 25% indicated the range of academic programs offered; 11% of the students chose the University because of its relatively low cost; 9% of the Undirected group did not obtain acceptance elsewhere.

Of additional importance is how well students feel their expectations of college are met once they have arrived on campus. During Year 1 of MLS, these students were asked: "looking back to when you first came to UMCP, what expectations of yours have *not* been met so far?" The most frequently given responses were as follows:

- 25% stated that their initial expectation in regards to the academic aspects of the campus (such as registering for courses) had not been met;
- 20% reported that their expectations regarding grades were not met;
- 12% felt their interpersonal relationships expectations had not been met;
- 9% stated that their initial expectations in the realm of personal issues (self-development, responsibility taking) had not been met.

It is interesting to look at the group's expectations regarding their persistence in higher education. During the first year of the MLS study, 73% of the respondents in this group stated that there was little or no chance they would drop out temporarily from higher education; in contrast, 27% felt that there was a very good to at least some chance that they would drop out for some reason. In terms of transferring, 32% felt that there was little or no chance they would transfer from the University before graduation, whereas 68% felt that there was at least some chance of transferring from UMCP before graduation. Thus among Undirected students, there was a high level of expectation of not remaining at UMCP.

When asked "what is the highest degree you hope to attain?", 17% of the Undirected sub-group stated that they expected to obtain a Bachelor's degree; 23% hoped to attain a Master's degree. Four percent expected to earn a Ph.D.; and 45% hoped to obtain a professional degree (i.e., medicine, dental, etc.). These expectations are extremely interesting when contrasted with relatively low SAT scores, grade point averages as well as the students' level of vocational clarity. Further, despite the fact that they were on academic probation at some point during their freshman year, almost half of the Undirected students (49%) hoped to obtain either a professional or Ph.D. degree.

Only 1% of the respondents in the Undirected Group stated that they expected to graduate from college with a grade point average of 4.0 or an A average. Thirty-nine percent felt that there was some chance of graduating with an A average; and 61% stated that there was little or no chance for graduating with a 4.0 GPA. Of this same group, 50% felt that there was little or no chance of graduating with honors; while the other half stated that there was a good or very good chance that they would graduate with honors.

Within the Undirected sub-group, 41% reported that adjusting to the academic requirements of higher education (e.g., studying, teaching style, homework, etc.) was the most difficult aspect of the transition from high school to college. Twenty-four percent reported being on their own was the hardest part of the adjustment process. Only 2% reported that they had no difficulty adjusting to college life; the remaining students answered that they had difficulty dealing with the administrative bureaucracy, interpersonal skills, and other miscellaneous problems.

Vocational Development

According to MacMichael (1974), the black student is as likely as any other to come to higher education with ambition, an appreciation for work, and high career expectations. A first step in moving into the adult world of work is focusing the college experience by choosing an academic major. Yet many students find this difficult due to lack of vocational clarity or knowledge of available employment options.

When asked at what point in time they chose a college major, one third of the Undirecteds reported choosing before their senior year in high school; another third reported choosing their college major during their senior year in high school; 10% reported they selected their major during their freshman year in college; and the remaining members of the Undirected sub-group stated that they had not yet decided on their college major by the spring of their freshman year.

As to choice of careers, 27% of the Undirected group disagreed with the statement "I am *certain* of my choice of career." Thirty-one percent indicated a high degree of certainty about their career choice. The remainder were neutral. The reader should note that these responses are inconsistent with the low MVS scores of this group. One might expect that a larger percentage of students within this sub-group would have feelings of uncertainty regarding their career choice.

Students were asked to judge gains in their degree of vocational preparation during the spring of their freshman year compared to when they first entered the University in the fall. Forty-nine percent felt that there was some measurable gain in defining career goals. Twenty-eight percent of the Undirected sub-group felt that there was little or no gain in the development of reasonable, clear and realistic vocational goals. For 23% of the Undirecteds, there was a good to great deal of development in terms of vocational preparation.

Often minority students arrive on campus with naive perceptions regarding their life plans and future careers. Minority students, more than most, require exposure to a variety of career and vocational options according to Wright (1987). When asked during their freshman year, "how *satisfied* are you with your present career choice?", the following answers were given:

- 22% were well satisfied;
- 38% were moderately satisfied;
- 7% were dissatisfied, but would not change their career plans;
- 12% were dissatisfied and would change their career plans; and
- 21% had not yet decided upon a career.

It is not surprising that a large number of these students were undecided and/or unhappy in terms of their career plans, given the lack of clarity reflected in their MVS scores.

Academic Development

Research indicates that first year college grades have the largest impact on student persistence in college (Trippi & Cheatham, 1989). As stated previously, many blacks come to college academically underprepared (Pounds, 1987). This preparation, or lack of preparation, strongly affects one's college grades. Within the Undirected sub-group, when asked "how did the fall semester at UMCP work out for you academically?", there were a wide range of answers. A large percentage of the students (44%) stated that they performed "poorly." Twenty percent stated that they did not do as well as they could have; and 26% felt that their performance met their level of expectation academically. Seven percent of the respondents felt that their academic performance was good or extremely good. Not surprisingly, across all four sub-groups, the highest percentage of students reporting that the fall semester had not been successful in terms of academics came from the Undirected sub-group. Given that these students were on academic probation at some time during their freshmen year, it would appear that their perceptions of their academic performance were somewhat realistic.

When asked about their study methods, 82% of the Undirected group stated that they were usually or always behind in their studies. Eighteen percent stated that they were usually or always prepared. These statistics are consistent with the low grade point averages (below the mean by sex) of the students within this sub-group.

During the second semester of their freshman year, MLS participants were asked how much they had achieved in terms of academic development (acquisition of knowledge, academic mastery, etc.). Twenty-six percent felt that they had accomplished a good or great deal of academic development, and 45% felt that they had "somewhat" developed academically. Twenty-nine percent stated that little or no academic development had occurred. Since the Undirected students were on academic probation at some point during their freshman year, one would assume that for this sub-group, academic development might be difficult.

For a student on academic probation, tutoring and other academic support services often mean the difference between success and failure in college. Yet, the majority (53%) of the Undirected group reported not using tutoring services during the freshman year.

Interpersonal Experiences

Social integration is a factor that describes student participation in campus clubs or organizations, their discussions of personal problems with faculty and peers, and their comfort with the campus interpersonal environment (Pounds, 1987). Most educators see social integration and development as crucial factors influencing student satisfaction with the college experience.

This support may be particularly important for first generation black students whose own parents may be unfamiliar with the demands and norms of higher education. How did the Undirecteds evaluate their interpersonal experience at UMCP? Among the Undirected Group, 28% felt that they had some support and/or encouragement from staff or from advisors their first year at UMCP; 72% felt that there was little or no support. Sixty-six percent felt that they received little or no support from faculty. The number of students who indicated little support from adults on campus is unfortunate, since this sub-group would appear to need a high level of support and encouragement.

From the standpoint of peer supports, over three quarters (77%) reported strong encouragement from friends toward their being students on this campus. Thus the majority of friends of students in this subgroup were not negative catalysts in drawing them away from involvements at UMCP. Slightly over half (53%) reported they were active in some campus extracurricular activity or group.

The types of experiences students have on campus, their comfort and performance levels, all influence students' satisfaction with higher education. Within the Undirecteds, 94% of the students responded that they had *overall positive* feelings about being a student at UMCP. Only 6% stated that they did not have such positive feelings.

Financial Concerns

Because of increasing educational costs, smaller financial aid packages and perhaps a desire not to lack material goods while attending college, most students today rate "financial concerns" among their worries (see MLS Research Highlight Report #5: Students Who Become Nonpersisters). To ease their financial strain, many undergraduates work while they are enrolled in school. In order to obtain a more complete understanding of the financial realities faced by black students participating in MLS, questions were asked about sources of financial support as well as their employment status during the first three years of college.

One half of the Undirected sub-group were not employed at all during their freshman year. Forty percent reported working part-time (up to 20 hours per week). Ten percent indicated working more than 20 hours weekly. The percentage of students who did not work

decreased over the next three years. By the fall of the third year, three out of four Undirected students were employed and almost a third indicated working more than 20 hours per week. This latter figure is the highest of the four sub-groups studied.

Similarly, the Undirecteds were most likely to indicate that finances were a "major" source of concern for them as freshmen (60%). This group was also the most likely to report that scholarships were a "major" source of funding. Parents provided "major" support for slightly less than half (47%).

Persistence at UMCP

Persistence in higher education is both a choice of the individual and a choice of the institution. At UMCP, a grade point average of 2.0 (on a 4.0 scale) is required for a student to remain enrolled in good academic standing. This section notes the average GPA for members of this sub-group and the related persistence rates.

At the end of their freshman year at UMCP, the Undirected sub-group had a mean grade point average (GPA) of 1.19 based on a 4.0 scale. In Year 2 of the study, 39% of the students in the Undirected group were still enrolled at UMCP; 32% had transferred; 15% had become non-students, meaning that they had dropped out of institutions of higher education. Fourteen percent were unable to be contacted for testing in Year 2 of the MLS. The students within this sub-group still enrolled at UMCP had an average GPA of 1.88 at the end of their second year.

In Year 3, 20% of the group remained enrolled at UMCP; 20% were classified as non-students; 30% had transferred from UMCP; and, 30% were unreachable. At the end of their third year at UMCP, the Undirecteds had an average GPA of 1.95.

Eighteen percent of the students participating in the study in the Undirected sub-group were still students at UMCP during Year 4 of the MLS study; 18% were classified as non-students; and 28% were classified as transfer students. Thirty-six percent were classified as uncontacted. At the end of Year 4, students enrolled at UMCP within the sub-group had a mean GPA of 2.07. Overall, only 14% of the students classified as Undirected graduated from the University of Maryland College Park. It is, of course, possible those students who transferred to other institutions and were unreachable also successfully completed their college education.

Summary: The Undirecteds

As college freshmen, it is clear that this sub-group enters higher education with at least two major limitations: they are academically underprepared, and further, they have unclear career plans. As pointed out previously, within the Undirected sub-group, given their low academic performance and low vocational identity score, we assumed that they would encounter barriers to academic success at UMCP. The assumptions were supported by the data: large percentages of students reported difficulty with the academic rigors of college.

More specifically, in the Black Group, the largest number of first generation college students came from the Undirected sub-group. Thirty-four percent were first generation college students; this factor may have influenced what these students expected from their college experience. For example, despite the fact that these students were on academic probation during their first year at UMCP, 73% of the respondents felt that there was little or no chance that they would drop out of higher education. Similarly, 39% of the students felt that there was some possibility of graduating from UMCP with an A average. In addition, 45% had aspirations of obtaining a professional degree, 4% hoped to obtain a Ph.D. degree, and 23% reported that they planned to pursue a Master's degree. Given the academic backgrounds of the Undirecteds and their early academic performance, the above goals seem rather unlikely. These unrealistic plans may be partially explained by the lack of parental modeling and guidance. Further, these students may not understand the connection between early academic success and admission to graduate school.

The Undirecteds appear to bring poor study skills from high school. Eighty-two percent of the students in the Undirected sub-group reported that during their freshman year they tended to be behind in their studies. In addition, 44% of these students felt that they performed poorly during their first semester at UMCP. Although academically deficient, this sub-group does not appear to be sufficiently motivated (or aware) to take advantage of the support services available on campus (the majority have *not* taken advantage of tutoring services).

The Undirecteds worry more about finances than other sub-groups and perhaps not surprisingly more of them work longer hours than the others. Also, for this sub-group, reliance upon scholarships (rather than loans) is more common. Given the Undirecteds' lack of academic performance, the amount of time and energy devoted to work appears to negatively influence their study time with the resulting consequence of poor grades.

The low vocational identity score on the MVS instrument may also place the Undirecteds at risk in terms of career planning and management. One quarter of the students within this sub-group had not, by the spring semester of the freshman year in college, decided upon an academic major. While not undesirable in all cases, delaying the choice of a major may significantly slow academic progress to graduation. Thirty-one percent of the students within the Undirected sub-group stated that they were certain of their career choice. Thus a high percentage of students appear to be choosing majors that may be unrelated to their eventual career plans.

Interpersonally, it appears that the Undirecteds felt generally satisfied with their social experience as students on the UMCP campus. Ninety-four percent of the students in the Undirected sub-group responded that they had at least some positive feelings about being a student at UMCP. However, 47% stated that they were not active in any type of campus club or organization.

Given their poor academic skills from high school, the lack of vocational clarity, and unrealistic expectations about their success in college and time spent in employment, one might expect that the Undirecteds would be the most likely group to drop out from higher education. Indeed, only 14% of this sub-group persisted and graduated from the University of Maryland as of Fall 1988, within eight years of their matriculation at UMCP. Combining the academic, vocational, and to some extent, social factors (especially levels of adult support in the community), one could easily develop a profile of students who have unrealistic expectations of the college experience (in part due to lack of familial role-models); lack a clear idea of what they want to do with their life occupationally; are not prepared academically to carry out these plans once developed; and have a very low probability of persisting in higher education.

B. THE UNREALISTICS

Students categorized as Unrealistic were on academic probation at some point during their freshman year, yet had high (above the group mean, by sex)

vocational identity scores. Thus, this group had a firmer understanding of their interests and priorities in the vocational arena than the Undirecteds, but may be unrealistic in terms of their ability to do the academic work required by college as a prerequisite to their vocational plans. It is possible that within the Unrealistics, their strong vocational desires would be the catalyst to improve their academic situation. This sub-group comprised 26% (N = 82) of the Black Group. Thirty-three percent of this sub-group were males; 67% female.

Academic Background

Forty-eight percent of the students in the Unrealistic category were second generation college students: at least one parent had completed a college degree. Thirteen percent had parents who had completed some college, but did not graduate. Twenty-four percent were first generation college students. A higher percentage of females than males had parents who had graduated from college or received some education at the college level.

Within this sub-group, the average verbal Scholastic Aptitude Test (SAT) score was 380. The average math score on this examination was 400, for a total SAT score of 780. Nine percent of the Unrealistics reported a high school average of A or better; 78% reported a B average. Thirteen percent of these students reported a C average; and not one student in this sub-group reported having a D average. Based upon the high percentage of students who reported a B average or better, these students would appear to have a good chance of performing well at the college level in terms of academics. However, this prediction turns out to be false (at least for the first year), as these students were on academic probation at some point during that time.

College Expectations

A large proportion of students (47%) in the Unrealistic category chose UMCP because of the academic programs offered. The second most popular response for attending was the geographic location of the University.

The largest percentages of Unrealistic sub-group reported that their expectations had not been met in the following three areas:

- 26% felt that their academic expectations had not been met (this response includes any item related to academic concerns, with the exception of grades);
- 19% felt that their initial expectations for interpersonal relationships had not been met;
- 19% stated that their expectations regarding grades were not met.

Of this sub-group, only 13% reported that their expectations (during their freshman year) had been met.

Within the Unrealistics, 78% felt that there was only a small chance they would drop out from higher education, even temporarily. Fourteen percent stated that there was some chance, and 7% stated that there was a very good chance that they would drop out of college. In terms of transferring to another college or university, this sub-group was about evenly split, with about half predicting they would transfer and about half predicting that they would not.

The majority of Unrealistic students (55%) stated that they expected to attain a professional degree. Fifteen percent expected to receive a Bachelor's degree, 18% hoped to obtain a Master's degree, and 7% had aspirations toward attaining a Ph.D. While these aspirations may seem unrealistic when contrasted with their academic performance, these statistics seem to be consistent with the high vocational identity scores.

Fifty-six percent of the Unrealistics thought there was a good chance they would earn a 4.0 GPA while in college. Forty-four percent felt that there was little or no chance of them receiving an A average. In addition, 42% of this sub-group felt there was little or no chance of them graduating with honors; 58% felt that there was some chance of this happening. The Unrealistics, given their poor academic success in their freshman year, seemed to hold untenable beliefs about their academic capabilities. The academic aspirations of these students are not matched by their performance.

Forty-six percent of the Unrealistics reported adjusting to the academic rigor of college life was the most difficult aspect of the transition from high school to college; and 19% reported that issues of independence made the transition difficult. Problems in terms of interpersonal relationships, e.g., making friends, loneliness, etc., were reported by 17% of the participants in this sub-group. Again, these findings are consistent with the profile of the students within this sub-group. It is not surprising that these students would report difficulty adjusting to the academic demands of college, since at some point during their freshman year they were placed on academic probation.

Vocational Development

Sixty-eight percent of the students in the Unrealistic sub-group decided upon a college major before their senior year in high school. Twenty-one percent reported choosing a major during their senior year of high school and 8% decided upon an academic major during their freshman year at college. Three percent had not yet decided upon a major by the end of their freshman year. The reader should recall that this group of students had a high vocational identity score on the MVS; thus the fact that the overwhelming majority of students (89%) had decided upon an academic major before the end of their high school years is consistent with the degree of vocational definition and confidence indicated by the MVS.

When asked "how *satisfied* are you with your present career choice?", 69% of the Unrealistics expressed satisfaction with their choice of a career. One percent were dissatisfied, but did not plan to change their career plans. Six percent stated that they were dissatisfied with their career choice and planned to make a change. Only 4% stated that they were undecided about a career choice.

In addition, 84% of the Unrealistic students agreed with the statement that they were *certain* of their choice of career; 11% had neutral feelings about this statement, and 5% disagreed that they were certain of their choice of career. Within the Unrealistics, women were much more likely than men to state that they were both certain and very satisfied with their career plans. The highest percentage of students responding that they were certain of their career choices were in the Unrealistic sub-group.

When asked "comparing yourself now with when you entered the University, how much have you accomplished in your vocational preparation, (includes having reasonable, clear and realistic goals)?", 46% reported feeling that they had gained a good to great deal in the area of vocational preparation, 42% felt that there had been some gain, and 12% felt that there had been little or no gain in the level of their vocational preparation.

Academic Development

Some have argued that academic preassessment and tutorial support are essential to ensure black students' academic success (Pounds, 1987). Grades, use of tutoring services and students' own self-report of their

academic performance among the Unrealistics would tend to support this statement. Forty-two percent of the students within this sub-group reported that during their first semester at UMCP, their academic performance was poor. Twenty-eight percent stated that they did not perform as well as they could have; 18% felt that their academic performance was average. Fourteen percent of the respondents in this category felt that they did better than they expected. Given the fact that these students were placed on academic probation, their self assessment of their academic situation appears fundamentally accurate.

Within this sub-group, 65% did not use a tutor; 35% had some tutoring. Among the four sub-groups presented in this report, the highest percentage of students reporting that they did *not* seek academic tutoring was in the Unrealistic sub-group.

Fifty-nine percent of the students within the Unrealistics stated that they were usually or always behind in their school work. Forty-two percent stated that they always or usually kept up.

When asked "comparing yourself now with when you entered UMCP, indicate how much you have accomplished in terms of academic development?", almost two-thirds indicated making little or some gains in academic development (5% stated that there had been little or no gain, 57% reported some gain). Thirty-seven percent responded that a substantial amount of academic development had occurred during their freshman year.

Interpersonal Experiences

Effective education requires that faculty members relate to students effectively as persons as well as teachers. These relationships appear to be particularly critical in the development and success of black students. In this sub-group, almost two thirds felt they were not supported by UMCP staff (administrators/counselors) or by their advisors. In terms of faculty support, slightly less than two thirds (60%) of the Unrealistic students reported that they received little or no support from this source as significants on campus.

With respect to social interactions outside the classroom, the majority of Unrealistics (71%) were not involved with extra-curricular activities; 29% reported that they were involved in some activity outside of the classroom learning experience.

Only 6% of the Unrealistics stated that their friends were not supportive of them being a student at UMCP; 13% felt that their friends were neutral about the University of Maryland; and, 81% said that their friends were positive about their attendance at the University.

In Year 1 of the MLS study, 13% of the students in this sub-group reported that they had negative feelings about being a student at UMCP; 30% reported neutral feelings and 57% reported many positive feelings about being a student here. Thus, while the Unrealistics seem to lack adult, campus based support, their own peer group and personal feelings about being a student at College Park are generally positive.

Financial Concerns

During their freshman year, 54% of students classified as Unrealistics indicated that they did not work at all. This percentage dropped to 38% in the fall of the second year and to 24% by Year 3. Of the four sub-groups, Unrealistics were most likely to indicate that parents were a major source of financial support (61%). However, having this support did not obviate finances as a source of "major" concern: fully 59% responded in this fashion during their freshman year.

Of those who were employed (and similar to the Undirected sub-group), increasing numbers worked more than 20 hours per week: (9% in Year 1, 18% in Year 2 and 29% in Year 3). While Unrealistics have a relatively clear sense of vocational identity and personal priorities, the amount of time devoted to work (perhaps due to both financial need and the relationship of the job to career interests) may be a factor in their lackluster academic achievement.

Loans were a major source of support for 37% of these students; 40% indicated a reliance on scholarships. As noted above, this group also relied heavily on parents (61%) for financial support.

Persistence at UMCP

At the end of their freshman year in college, the Unrealistics had a mean grade point average (GPA) of 1.4, based on a 4.0 scale (all were still enrolled at the point of testing).

Looking at this group's persistence during the second year of the MLS study, 35% were still enrolled at UMCP; 22% had transferred, 21% had become non-students. Twenty-two percent of the Unrealistics were unable to be contacted. At the end of their second year, students in this sub-group still enrolled at UMCP had an average GPA of 1.75.

In Year 3, 24% of the Unrealistics remained enrolled at UMCP; 13% had become non-students; 27% had transferred; and 36% were unreachable. Unrealistics still enrolled at UMCP had an average GPA of 1.91.

By Year 4, 16% of this group were still persisting at UMCP; 18% were classified as non-students; and 23% had transferred to other colleges. Forty-three percent of the original participants in the Unrealistic group could not be contacted. The Unrealistic students enrolled at UMCP in Year 4 of the MLS had a mean GPA of 2.22. Thirteen percent of the freshman students categorized as Unrealistic had graduated from UMCP by the Fall of 1988, eight years after their initial matriculation at UMCP. (However, it is possible those students who transferred to other institutions or were unreachable also successfully completed their college education.)

Summary: The Unrealistics

Despite their poor academic performance during their freshman year at UMCP, the majority of students within this sub-group (78%) felt that there was only a small chance they would drop out of higher education. In addition, 52% stated that there was a good chance of attaining an A average while in college. Although these students seem unrealistic when these expectations are contrasted with actual performance, one may theorize that their strong vocational interests and career goals would influence them to seek out academic support services (i.e., tutoring). In other words, clearly articulating career goals and realizing that a successful college experience is a prerequisite to reaching them may motivate Unrealistics to do whatever is necessary to remain in school. However, as the data here show, such was not the case.

It is clear that the students within the Unrealistic sub-group matched their profile in terms of vocational clarity. The majority of students within this sub-group (89%) had decided upon a college major before coming to UMCP. In addition, 89% responded that they were satisfied with their career choice.

Academically, Unrealistics did not experience much success during their first year at UMCP. This sub-group was generally realistic in their self-appraisal of academics: 70% admitted that their first semester was not successful academically, and 59% stated that during their freshman year they tended to be behind in their school work.

Higher education, for many students, is a balance between academics and socializing. The majority of these students (71%) were not involved in any extra-curricular activities during their freshman year, and disappointingly, they also were not performing well academically. The demands of working may have influenced the amount of time these students had free for involvement in out-of-class activities as well as for their studies: almost half were working during their freshman year and the number of hours worked weekly increased during their years at UMCP.

In summary, although the Unrealistic students had strong vocational interests, their academic performance was not equally strong. It is possible, however, that the vocational goals of these students would provide the inspiration to perform better academically. One would hope that the desire to achieve their vocational goals have some impact on their obvious need for improvement academically. However, as only 13% of the Unrealistic students persisted to graduation at UMCP over eight years, these suppositions did not materialize. Although the high vocational satisfaction within this sub-group is consistent with their well developed levels of vocational identity, poor academic performance appears to undermine them, and jeopardizes their future chances of vocational success.

C. THE POTENTIALS

Students categorized in the Potential sub-group were in good academic standing at the end of their freshman year and had low vocational identity scores. Students categorized as Potentials are of interest because in contrast to the Unrealistics, the Potentials lack a clear vocational plan (yet have been more successful academically). The Potential Group comprised 19% (N = 60) of the original MLS Black Group. Thirty-two percent were males; 68% were female.

Academic Background

As stated previously, student affairs practitioners should take note of whether a black student is the first in the family to attend college; this variable is important in understanding the student's transition and adjustment to college (Pounds, 1987). Within this sub-group, 30% were first generation college students. Twenty percent of the students within the Potential sub-group had at least one parent who attended college but did not graduate. Forty-eight percent were second generation college students. The highest percentage of second generation college students occurred within the Potentials.

Within this sub-group, the mean verbal score was 390; the mean math score was 410, for a total SAT score of 800. Ten percent of the students categorized as Potentials reported an A average in high school; 70% reported a B average in high school. Twenty percent reported a C average. Based upon the grades these students report, it would seem that these students are relatively prepared for the academic demands of college.

College Expectations

When asked to list the major reason for their decision to attend UMCP, 35% of Potentials indicated they chose to attend the University of Maryland because of the academic programs offered. The second most popular response was the geographic location of the University. The answer "did not get accepted elsewhere" was not selected as a response by any members of this sub-group. Viewing how Potentials fare at UMCP, especially compared to Unrealistics, offers the opportunity to study the relative effect of academic performance and vocational clarity on persistence.

Students participating in the MLS were asked which of their expectations concerning UMCP had not been met. The largest percentage of responses were in the following areas:

- 29% felt that expectations related to academics had not been met (i.e., the ability to register for the courses desired, and other academic concerns not related to grades);
- 12% stated that their experience of interpersonal relationships had not met their expectations of college life.

During the first year of the study, 68% of the Potential sub-group reported that there was some chance they would drop out of college; 32% felt that there was little or no possibility that they would leave higher education. Comparing the men and women within this sub-group, fewer women than men reported that there was little or no chance of them leaving higher education.

In terms of transferring, 32% of the respondents within the Potential sub-group felt that there was little or no chance of transferring to another institution of higher education; 68% felt that there was some chance they would transfer from UMCP.

During their freshman year, when asked their educational aspirations and the highest degree they hoped to attain, 13% said they hoped to attain a Bachelor's degree; 30% stated they planned to pursue a Master's degree; and 52% aspired toward a Ph.D. or professional degree.

In terms of the academic performance leading up to the completion of these degrees, 58% of the Potentials felt that there was little or no chance they would attain an A average, with the remainder (42%) indicating that there was at least some chance they would obtain an A average. Similarly, 50% of the students within this sub-group felt that there was some chance that they would graduate with honors. The other half felt that there was very little or no chance that they would earn this distinction.

When asked "in making the transition from high school to the University, what was the most difficult thing for you?", 41% of the respondents in the Potential sub-group stated that adjusting to the academics of college (studying, teaching style of the professors, homework, etc.) was the most difficult aspect of the transition. Twenty-four percent stated that the factors of interpersonal relationships, e.g., making friends, isolation due to the size of the University, loneliness, and meeting people were the most difficult. Nineteen percent noted difficulty with factors relating to autonomy. None of students within the Potential sub-group reported that they had no difficulty at all making the transition to college.

Vocational Development

When asked "when did you decide upon your major field of study?", 32% of the Potentials stated that they made their choice before their senior year in high school; 27% made their choice during their senior year in high school. Twelve percent decided upon their academic major during their freshman year in college. Thirty percent had not yet decided upon an academic major by the spring of their freshman year. Comparing the four sub-groups, the largest percentage of students undecided about their major field of study occurred within the Potentials.

Students participating in the MLS were asked to rate themselves on their vocational preparation since entering the University. Vocational preparation includes having reasonable, clear and realistic career goals for oneself. Within the Potential sub-group, 38% felt that

there had been little or no gain in terms of vocational preparation during their freshman year. Thirty-seven percent reported that there had been some gain and 25% felt that there had been a good to great deal of gain.

Fifty-six percent of the students within the Potentials felt that they were moderately or well satisfied with their present career choice. Five percent were dissatisfied with their career choice, but did not intend to change their plans. However, 5% of the Potentials responded that they were dissatisfied with their career choice and stated that they did plan to make a change. Thirty-four percent stated that they were unsure of their satisfaction with their anticipated career choice.

Forty-four percent of the Potentials strongly disagreed with the statement "I am certain of my choice of career." This percentage is consistent with the proportion reporting dissatisfaction with their career choice noted above. Thirty-five percent of the Potentials had neutral feelings about this statement, and only 21% agreed that they were certain of their career plans.

Academic Development

When asked "how did the Fall semester at UMCP work out for you academically?", within the Potentials, 41% stated that they did poorly and/or they felt they could have performed better. Twenty-seven percent felt that their academic performance was average; and 32% reported that their performance was good or very good. These data tend to be realistic, given the fact that none of these students were placed on academic probation during their freshman year.

The question "In terms of your usual study methods, which of the following best describes you?" was asked of UMCP freshmen participating in the MLS. Almost two-thirds (63%) of the students within the Potential sub-group responded that they were almost always or usually behind; 37% stated that they were usually or always able to keep up with their assignments. Given their generally positive academic records, these figures are somewhat surprising. However, these responses may reflect the emotional response these students have regarding the work college requires.

The term "academic development" is defined in the MLS as the acquisition of knowledge and academic mastery. Students were asked to assess the amount of academic development that took place for them during their first year at UMCP. Ten percent of the Potentials felt that there had been little or no gain in their level of academic development. The majority of students (55%) felt that there had been some gain in their academic development during their freshman year. Thirty-five percent stated that there had been a good to great amount of gain during this time period.

Sixty-one percent of the Potentials reported not having received any academic tutoring by the spring of their freshman year; 39% of this group indicated seeking at least some tutoring.

Interpersonal Development

The types of relationships and the degree of support students feel from significant individuals may impact their satisfaction with the college experience as well as the decision to stay enrolled. In terms of involvement with adults on campus, 35% of the respondents in the Potential sub-group felt that they received at least some support from staff at UMCP; 65% of the respondents felt that they received little or no support from staff at UMCP. Note that staff includes administrators and counselors. In addition, 37% perceived some support from their advisors; 63% reported little or no such support. In terms of faculty support, 34% of the Potentials reported that they received some support from faculty during their freshman year; 66% reported that they received little or no support from faculty.

About one third (36%) of the students in the Potentials were involved in structured extra-curricular activities; the remaining two thirds (64%) chose not to participate in activities outside of the classroom.

Family and friends, by the nature and amount of their support, influence a student's attitude toward higher education and their experiences in college. Within the Potentials, only 3% of the respondents stated that their friends were *not* supportive of their attendance at UMCP. Fourteen percent felt that their friends were neutral about their attendance, and 83% stated that their friends were supportive of their status as an undergraduate student at UMCP.

Forty-six percent of the Potentials reported having neutral feelings about being a student at UMCP. Fifty-four percent said that they had positive feelings about attending and being a student here.

Financial Concerns

As freshmen, 57% of the Potentials reported not working at all. Similar to other sub-groups, over time this percentage dropped (26% in Year 2 and 3). Unlike the Undirected and Unrealistic sub-groups, however, Potentials were *much less* likely to work more than 20 hours per week. By Year 3, only one in ten reported working more than 20 hours weekly (contrast this with nearly three in ten of Undirected and Unrealistic students).

These students were also less likely to report that finances were a "major" source of concern (52%). They are also second only to the Unrealistics in degree of parental financial support (48% indicate "major" parental support financially during their freshman year).

About equal percentages relied on loans heavily (42%) as did not (47%). Forty-three percent indicated major scholarship support. Probably the most outstanding finding for this group is the small number who work long hours: despite financial concerns, these students do not appear to overwhelm their week with work commitments which may interfere with academic pursuits.

Persistence Over Time

At the end of their first year at UMCP, the Potential sub-group had a mean grade point average (GPA) of 2.37. In Year 2 of the study, 82% of the Potentials were still students at the College Park campus; 3% were non-students; 10% had transferred to other institutions. We were unable to contact 5% of the Potential sub-group who originally participated in the study. At the end of their second year at UMCP, Potentials had a mean GPA of 2.21. In Year 3, the proportion of these students enrolled at UMCP was 72%; 3% were non-students, 10% had transferred; and the number of participants we were unable to contact increased to 15%. Within the Potential sub-group, students still enrolled at UMCP had an average GPA of 2.22 at the end of their third year. Fifty-five percent of the Potentials remained students at UMCP during Year 4 of the MLS study. These students had an average GPA of 2.58 at the end of their fourth year at UMCP. The number of non-students increased to 5% during this year. Seventeen percent of the students in the Potentials had transferred to other institutions of higher education, and 23% were uncontacted in this year of the study.

Forty-two percent of those students matriculated at UMCP participating in MLS had graduated from UMCP by the Fall of 1988 (eight years after their initial registration at the College Park campus). It is possible that others originally participating in the MLS study did graduate, but as these were either transfer students or

participants we were unable to contact, we were not able to determine these statistics.

Summary: The Potentials

In summary, although these students performed sufficiently to remain free of academic censure, their certainty and satisfaction with their future vocational plans were mixed.

In terms of expectations, only 15% of this sub-group felt that their initial expectations of the university had been met. Interestingly, despite their relative academic success in higher education, the majority of students within this sub-group (68%) felt that there was a possibility that they would leave college at some point. Paradoxically, 82% of these students had academic aspirations beyond the Bachelor's degree. Perhaps these statistics reflect student dissatisfaction with UMCP and an idealized perception of what graduate education (or other colleges) are like.

As might be expected from the profile of the Potential student (good academic standing, low vocational identity score), in terms of careerism these students had some difficulty making choices and deciding upon courses of study during college. Thirty percent had not decided upon an academic major by the spring of their freshman year in college and 44% stated that they were not certain of their career choice. In terms of obtaining vocational preparation since entering UMCP, 38% responded that there had been little or no gain for them in this area. It is clear that career guidance intervention would be of benefit for many of these students.

Although 41% of the Potentials felt that they had not performed well during their first semester at the University of Maryland, none of them were on academic probation during their first year. Ninety percent felt that there had been some measurable gain in terms of academic development. As evidenced by the statistics presented in this report, the Potential sub-group appears to have the academic skills needed to be successful in college. In addition, this group was less likely to work long hours (and possibly sacrifice study time) than the Undirected and Unrealistic students. Over two-thirds did not participate in extra-curricular activities during their freshman year.

Overall, it is apparent that these students had the potential to succeed in college, and that low vocational identity was not a debilitating handicap given their UMCP graduation rate—42% (the second highest of the four sub-groups).

D. THE ACHIEVERS

By definition, students categorized as Achievers were in good academic standing (not on academic probation), and had a high vocational identity score (above the mean, by sex) their freshman year. Thus, the Achievers are students within the Black Group that would appear to be most likely to succeed academically, make vocational commitments, and subsequently graduate from college. Thirty percent of the students within this sub-group were male; 70% were female. The Achievers comprised 25% (N = 78) of the Black Group.

Academic Background

Forty-one percent of the Achievers were second generation college students meaning at least one parent completed college. Twenty-seven percent reported that at least one parent had attended college, but did not graduate. Twenty-eight percent were the first in their family to attend college. In terms of gender differences, a higher percentage of females than males had parents who had either graduated from or attended college at some point in their lives.

The highest mean Scholastic Aptitude Test (SAT) scores occurred within this sub-group. The average score on the verbal portion of the examination for the Achievers was 420; the average score on the mathematics portion of the SAT test 450, for a total SAT score of 870. Twenty-three percent of the Achievers reported a high school average of A or above; 70% reported a B average or better; and 8% reported a C average during high school. The highest percentage of students with A or B averages in high school came from the Achievers sub-group. Based upon SAT scores and high school grades, Achievers appear to be the best prepared for the academic challenges of higher education.

College Expectations

Forty-three percent of the Achievers chose to attend the University of Maryland College Park because it offered the type of academic program they desired. Geographic location was the second most popular reason given. Other responses included: the relatively low cost of an education at the University and parental support for attending UMCP.

When asked "looking back to whatever your expectations were when you first came to UMCP, what expectations have not been met so far?",

- 27% stated that academic expectations had not been met;
- 16% felt that their expectations about interpersonal relationships (e.g., making friends) had not been met;
- 10% stated that their expectations of faculty relationships had not been met;
- 10% felt their expectations of academic success (grades, G.P.A.) had not been met.

When asked during their freshman year "what is your best guess as to the chances that you will drop out temporarily?", 92% of the Achievers felt that there was little or no possibility they would drop out of college: the highest percentage of students in the four sub-groups. When asked if there was a chance that they would transfer to another institution before graduating, 79% felt that there was some chance of transferring to another institution prior to graduation.

Fifty-seven percent of the Achievers hoped to pursue a professional or doctoral degree upon leaving UMCP. Nineteen percent had the goal of obtaining Master's degrees. Nineteen percent of the students within this sub-group stated that their educational goal was to obtain a Bachelor's degree.

Fifty-five percent of the Achievers stated that they thought there was at least some chance that they would maintain an A average in college. Forty-five percent responded that there was very little or no chance of obtaining a 4.0 GPA (A average). Only 28% of the Achievers felt that they had little or no chance of graduating with honors. In comparison with the other three sub-groups, the highest percentage of students expecting to graduate with honors came from the Achievers. Given the relative academic success of the students within this sub-group, these expectations may be realistic.

The following reflects the adjustment process from high school to college for the Achievers:

- 40% felt the academics of college life were the most difficult aspect of making the transition from high school to college;
- 20% felt that dealing with issues of autonomy were the most difficult;

- 18% reported that interpersonal relationships proved to be most difficult.

Five percent of the Achievers reported that they experienced no difficulty making the transition from high school to higher education.

Vocational Development

Asked when they decided upon their academic major, 53% of the Achievers responded they had chosen their major before their senior year in high school; 34% decided in their final year in high school. Ten percent said that they chose their major sometime during their freshman year in college. The remaining students (2%) had not decided by the end of their freshman year in college.

In terms of career choices and satisfaction, 58% of Achievers felt that they were very satisfied with their career choice; 37% were moderately satisfied. The percentage of Achievers not satisfied was minor: only 4% expressed dissatisfaction with their choice of career. Of the four sub-groups, the highest percentage of students expressing satisfaction with their career choices came from the Achievers.

Seventy-five percent agreed with the statement "I am certain of my choice of career." Twenty-one percent were neutral, and 4% disagreed.

At the end of Year 1, students were asked "comparing yourself now with when you entered UMCP, indicate how much you have accomplished in terms of vocational preparation?" Sixteen percent of the Achievers responded that there had been little or no gain for them in this area. Forty-one percent stated that there had been some gain, and 43% stated that there had been a good to great deal of gain in vocational preparation during their first year at UMCP.

Academic Development

Referring to the fall semester of the freshman year, 11% felt they had done poorly; 28% felt they did not perform as well academically as they could have; 22% responded that they performed as they expected, or that their academic performance could be rated as "average"; 39% felt that they performed extremely well or better than they expected.

Study habits reveal students' conscientiousness and determination to perform well, even under difficult conditions. Students with good study habits are conscientious about completing homework on time and study for class even when they don't like the course; therefore, it is not surprising that this is among the strongest predictor of college grade point averages (Nettles, 1988). Within the Achievers sub-group, 52% responded that they kept abreast of their assignments. Forty-eight percent responded that they were sometimes behind in their studies. The largest percentage of students reporting that they kept up with their assignments came from the Achievers sub-group.

In terms of academic development, half (50%) reported that there had been a good to great deal of academic development during their freshman year; 43% reported "some" academic development; and 7% reported little or none.

Sixty-four percent of the Achievers did not seek tutoring. Thirty-six percent had received some tutoring during their first year at the university. The Unrealistic subgroup had the highest percentage of students reporting that they did *not* seek academic tutoring support.

Interpersonal Experiences

While enrolled at UMCP during their freshman year, 32% of the Achievers felt that they received at least some support from UMCP staff (administrators, counselors, etc.); 68% felt that they received little or no support from staff. In terms of advisors, 25% of this subgroup responded that they received some support from their advisors; 75% stated that they received little or no support from their advisors. Finally, 34% felt that they received some support from faculty members; 66% felt that they received little or no support from this source.

Fifty-seven percent of the Achievers stated that they had positive feelings about being a student at UMCP. Twenty-six percent responded that they had neutral feelings about being a student on campus and 17% reported negative feelings.

Sixty-four percent of this group reported that they were not actively involved in any extra-curricular activities on campus; 36% had some involvement in these types of activities.

In terms of support from friends for their new roles as students, nearly 80% reported that their friends were supportive of their attendance at UMCP. Only 5% of the Achievers reported that their friends were discouraging; 16% said that their friends had neutral feelings about their attendance at the University.

Financial Concerns

As freshmen, Achievers were the least likely of the four sub-groups to be employed (66% were unemployed in their first year of college). Similar to the others, however, this percentage declined over time: to 39% in Year 2 and 32% in Year 3. After the freshman year, about half of the Achievers worked part-time in the second and third years of the study. Approximately ten percent worked more than 20 hours per week over the three year period. This contrasts highly with the percentage of Undirecteds who were working long hours in the third year: three times as many reported working more than 20 hours weekly.

Of the four sub-groups, as freshmen Achievers were the least likely to report that finances were a "major" source of concern (45%). About half indicated that parents were a major source of their college funding (46%). Thirty-eight percent reported relying heavily on loans and 45% indicated that scholarships were strongly needed.

Persistence Over Time

At the end of their freshman year at UMCP, the Achievers had a mean grade point average (GPA) of 2.57 based on a 4.0 scale. By Year 2 of the MLS, 77% of the students originally classified as Achievers had persisted at UMCP; 4% were classified as non-students. Four percent had transferred to other institutions, and 15% were not contacted. The students who persisted at UMCP had a mean GPA of 2.23 at the end of their second year. During Year 3, the percentage of persisters at the university had decreased to 60%, and non-students comprised 5% of the group. Eight percent of the Achievers had transferred to other colleges by this time, and 27% were unreachable. At this time (the end of their third year at UMCP), the Achievers had an average GPA of 2.33. Forty-eight percent of this sub-group, in Year 4 of MLS, still persisted at UMCP and 5% were classified as non-students. Nine percent of the remaining Achievers in Year 4 had transferred from UMCP. Thirty-seven percent of the students originally categorized as Achievers were uncontacted. The mean GPA of students categorized as Achievers at UMCP was 2.36 at the end of their fourth year at UMCP. Fifty-one percent of the students within this sub-group graduated from the University of Maryland College Park by the Fall of 1988, eight years after their original matriculation at

UMCP. Comparing the four sub-groups, the Achievers had the highest percentage of students persisting to graduation at UMCP. It is also possible that students in the original Achievers sub-group who were unable to be contacted by MLS personnel ultimately graduated, which would further increase the graduation rate for this sub-group.

Summary: The Achievers

As stated previously, the Achievers are the sub-group most likely to persist in higher education based upon their strong academic record coupled with their high vocational identity score. Their graduation rate (51%) supported this freshman year prediction.

Achievers came to the University relatively well prepared. Ninety-three percent reported a high school average of a B or better. In addition, the majority of Achievers chose to attend the University because of the type of academic programs offered. Clearly, in addition to being academically qualified for higher education, the reasons for attending the University were academic. Only 8% of the Achievers said there was some chance they might drop out from higher education, thus supporting the theory that these students had confidence in their ability to succeed in college.

In terms of career issues, 87% of the students within this sub-group had decided upon an academic major before entering college. Further, the majority of Achievers were satisfied with their career choices. These figures are not surprising given their high vocational identity scores.

Academically, the overall majority of the Achievers (93%) felt that they had developed at least somewhat by the end of their freshman year at UMCP. Only 11% stated that during the fall semester of the freshman year they had performed poorly in terms of academics. Sixty-four percent of the Achievers did not receive tutoring, possibly because it was not a support service needed by them.

The overall vocational and academic success of these students is evidenced by the highest UMCP graduation rate (51%) of the four sub-groups. A high percentage of the Achievers (64%) were not involved in any extra-curricular activities outside of the classroom during their freshman year. It may be that these students were largely involved with academic endeavors or did not have the time to participate because of work commitments. However since the Achievers reported working fewer hours (and had fewer concerns over finances) than other sub-groups, it may be that they put their studies ahead of both extra-curricular involvements and work.

The Achievers are well-rounded students who perform well academically, who have concrete vocational goals, and persist at UMCP to graduation in large numbers. As noted above, it is disappointing that a large proportion of these students, among the most academically talented minority students on campus, feel that they received little support from campus administrators, faculty and staff during their freshman year. Also of concern should be the 43% who reported neutral or negative feelings about being a student at the University.

In summary, one would expect that these students of all four sub-groups would be most likely to persist to graduation from an institution of higher education. And as demonstrated here, the integration of academic ability and high vocational identity scores did produce students who could succeed at UMCP. However, successful *completion* of college and *satisfaction* with the collegiate experience are two different things. Many of these students appear to be dissatisfied and uninvolved in important aspects of the college experience. While it may be that they are choosing to focus solely on academics, it may also be that these students' dissatisfaction with College Park is influenced by commuting to campus, lack of interest in UMCP activities, or a dearth of positive interpersonal relationships associated with campus.

IV. CONCLUSIONS

Ideally, students in higher education should strive toward an interaction or a balance of career and intellectual goals (Katchadourian and Boli, 1985). The cost of college and the economic pressures of the present day emphasize the need for educators to accept and promote the connection between a college diploma and employment. This connection may be particularly important for black students given their historic economic deprivation in our society. By using the two variables of intellectualism and careerism, we hope to provide a better understanding of the interaction of these factors on the educational experience of black students at UMCP.

The Undirecteds and Unrealistics

The analyses done in the present report suggest the following conclusions. To begin, Black students cannot escape the consequences of a lack of academic preparation by having strong vocational goals. Students who did *not* persist at the University were most often found among the Undirected and the Unrealistic sub-groups. Undirecteds and Unrealistics also had the lowest SAT scores, high school grades, and, once at college, low college grade point averages. Furthermore, these two sub-groups were also similar in their overwhelming initial confidence that they would remain enrolled in higher education. Three-fourths of the Undirecteds and Unrealistics felt, at the end of their first year at UMCP, that there was little or no chance that they would drop out of college. Indeed, very high percentages stated they planned to earn *advanced*, post baccalaureate degrees. See Figure 1.

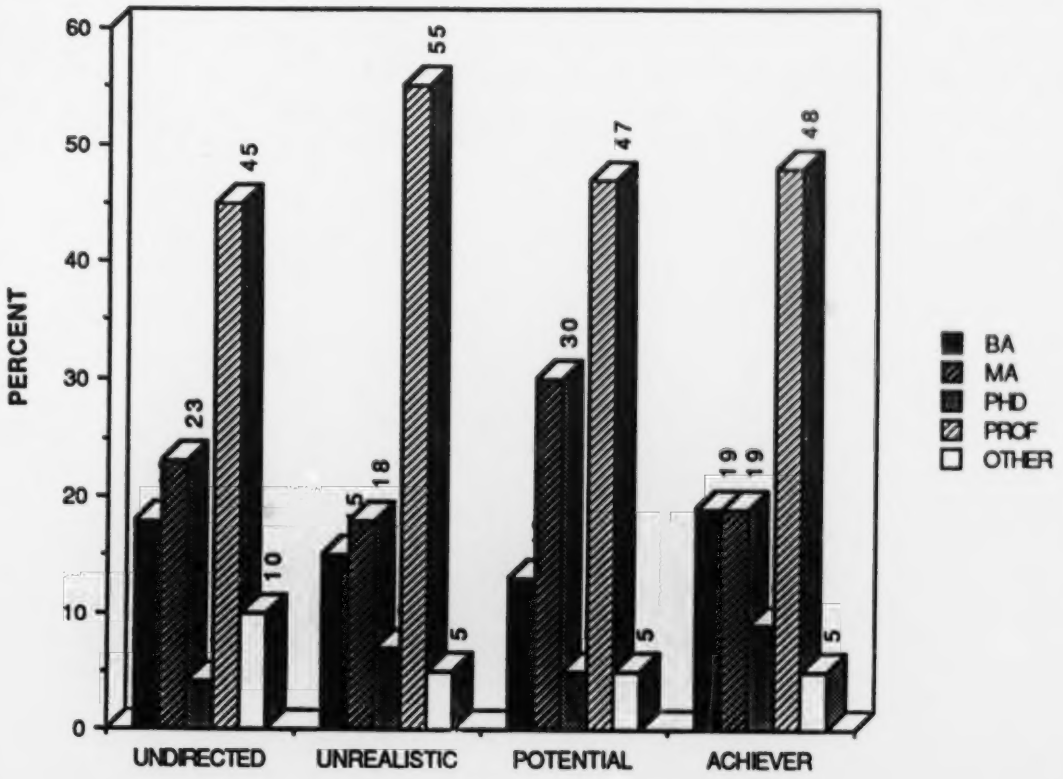
Thus, it appears that the majority of black students categorized as Undirecteds and Unrealistics are unaware of the "rules of the game" for success in higher education. Having been admitted to the institution, they are not making the connection between adequate academic achievement, what is needed to make that level of performance occur, and future actualization of their career aspirations. What might explain this discrepancy between students' performance and future plans?

Undirected students, who not only have low GPA's but also lack a clear vocational identity, are the sub-group most likely to be the *first* in their families to attend college. They are also most likely to select UMCP because of its location. Given both their lack of solid high school preparation as evidenced by their high school grades and SAT scores and the lack of parental experience with college, it is probably not surprising that the Undirecteds are essentially *unrealistic* about the collegiate experience and may therefore require a particularly detailed and on-going orientation to the "job" and personal relevance of being a college student.

While the sub-group labeled the "Unrealistics" had relatively *articulated* vocational plans, the *realism* or likelihood that such career plans could be accom-

FIGURE 1

HIGHEST DEGREE SOUGHT



plished may be questioned (again, based on high school and freshman grades). Note, Unrealistics reported having the highest percentage of parents who had attended college. Thus, the confidence reflected in their high vocational identity scores may be a consequence of parental expectation or pressure or a lack of experience with the actual work world. The consequence may be premature closure (manifested in higher vocational identity scores) rather than genuine commitment to a definite career path.

In essence, what we can learn from the Undirecteds and Unrealistics is that poor academic performance will outweigh other "advantages" or pluses in succeeding in higher education (e.g., parental role modeling or vocational clarity). What, therefore, are retention strategies for black students with characteristics such as those of Undirected and Unrealistic students?

1. Requirements of the "job" of being a student must be communicated repeatedly and in detail, especially highlighting study skills, class attendance and the differences between high school and college work. Specially designed orientation programs for black freshmen should stress both the importance of involvement in college life and developing desirable academic behaviors. A second feature of detailed on-going orientation programs for low achieving black students would be extensive involvement with black faculty and staff. Given the lack of role models at home for many students and the relatively small percentages of black faculty and staff found on campus, a focus on these available adults would be particularly helpful to black freshmen in identifying a supportive black presence on campus.

2. Academic support services are essential. In the recent campus report *Access Is Not Enough*, the need for students to have a "home base" connected to their academic department or college was noted. Further, the notion that each college would take the initiative in maintaining academic support units within their college for their majors was put forward. Having students feel a part of a particular environment and find academic support and consistency there is an important retention tool.

3. Occupational choice among black freshmen may be unrealistically based; to the extent that students "overshoot" their abilities in planning their careers, their vocational certainty may act as a hindrance to persistence in higher education, rather than as a reinforcer. Therefore, students who have made an initial choice of major should be as closely attended to as the "undecided" student.

Given the suggestion that Undecideds and Unrealistics would benefit from a road map to navigate the academic system, it is particularly disheartening to review the MLS data on faculty, staff and advisor support. While it is apparent that none of the four subgroups feels much support or encouragement (roughly two-thirds feel little or no support from staff, advisors or faculty members), it was likely to have been tragic for many of the black students in the Undirected and Unrealistic sub-groups.

One of the most natural links between faculty and students is academic advising. Advising offers the student the opportunity to set goals, engage in career planning and learn about other campus resources. Advising

can provide the link to help the student learn to manage the demands of college. Delegating advising functions to graduate students—especially for minority undergraduates—may deprive these students of adult contact as well as the opportunity to objectively assess their college program and eventual career plans. Thus encouraging faculty involvement in undergraduate advising may be particularly critical for black students on campus.

In addition to advising, informal contact with faculty *outside* the classroom is a decisive factor in fostering high aspirations among black students. The involvement of faculty and staff, especially black faculty and staff, in student life outside the classroom should be encouraged. However, it must be noted that black faculty and staff are often over committed and have little time for extra-curricular involvements with black students. Continuing to act on the priority of hiring new black faculty and staff is necessary to the black students' experiences on this campus as well as minimizing burn-out among current black employees.

Further, a number of studies have shown that the most critical variable in early education is the attitude of the teacher toward the student. Setting high expectations is often instrumental in having these expectations met. Thus, if black students feel that their professors ignore them or have lower expectations of them as compared to their white counterparts, the self-fulfilling prophecy may become true. This compounds the academic difficulties experienced by many black students in higher education. Thus continuing to work with faculty and staff on racial awareness issues and classroom climate may also assist the retention of black students at the University.

The Potentials and Achievers

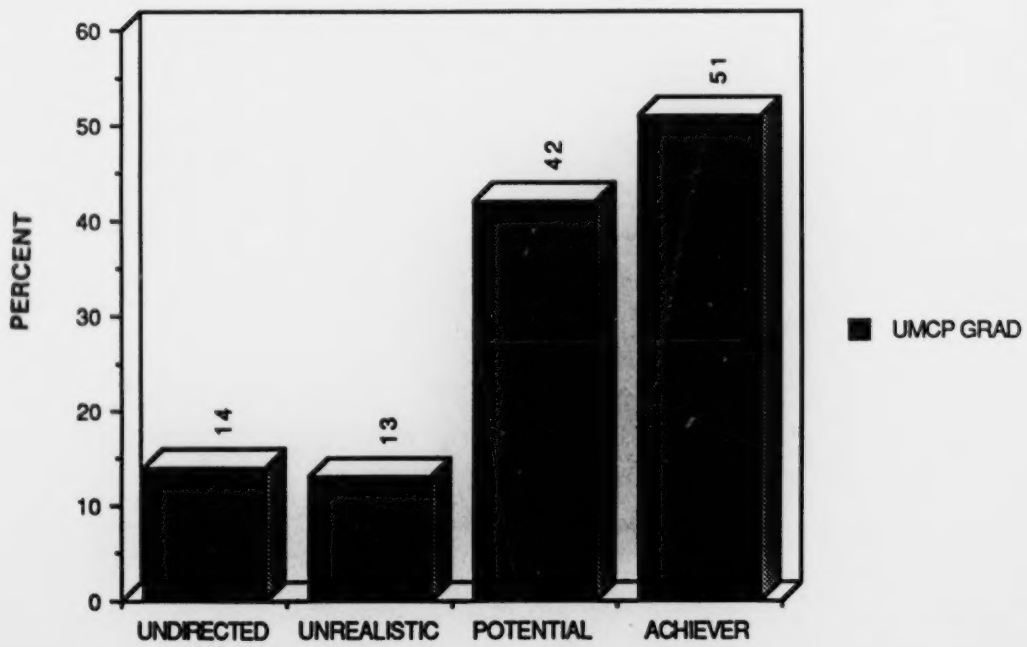
The second conclusion supported by this report is that while strong academic skills are essential to success in higher education, having some vocational goal helps. Among those who were "off to a running start" in their freshman year (the Potentials and the Achievers), the Achievers were *most* likely to persist to graduation at UMCP. In fact, their rate of graduation from UMCP (51%) is consistent with nationwide statistics on the retention of college students overall (significantly higher than the nationwide average for black students). See Figure 2.

Thus on one hand, the findings here suggest that a stronger emphasis be placed on ensuring the academic success of minority students both in terms of skill enhancement and increasing guidance from college faculty and staff on the expectations and norms of college life; on the other hand, attention to career issues is also valuable. Minority students, especially first generation college students, may stress the connection between college attendance and entre' to a better lifestyle—rather than to a particular career. The socioeconomic status of many minorities in this country lends credence to the belief that higher education serves a vocational purpose. Campus agencies providing vocational and career counseling can help these students clarify their true vocational interest, insure that their vocational choice is consistent with their abilities, and finally, acknowledge the importance of lifestyle implications in the vocational choices made by some minority students.

A comparison of the Potentials and Achievers underscores the added "edge" that vocational clarity may provide once the basic academic challenge can be met.

FIGURE 2

GRADUATION RATE BY SUB-GROUP



The Potentials were the sub-group who were most vague in terms of their expectations of college (22% said that none of their expectations were exceeded compared to 8% Achievers). In even greater contrast to Achievers, 68% of Potentials responded that there was at least "some" chance that they would drop out of college (compared to 8% for Achievers). Further, despite similar degrees of academic confidence, only 50% of Potentials see "some chance" of graduating with honors compared to 72% of Achievers. Finally, the Potentials appear to be more ambivalent about UMCP: 16% report having neutral feelings about being a student at UMCP. This dissatisfaction may reflect an "is it worth it?" or "why bother" attitude. Potentials, lacking the clear motivator of a strong career goal, may especially suffer the lack of support from significant adults and the general isolation often felt by minority students on a predominantly white campus. Indeed, Fleming found that black students on four white campuses ranked inadequate social life as one of their two most serious problems and attributed academic difficulties to these psychosocial factors (Fleming, 1981; 1985). A recent issue of *Change* (May/June, 1987) magazine indicated that increasing the number of minority students on campus to a more comfortable ratio (i.e., 20%) may help minimize feelings of marginality. Thus, to enhance the collegiate experience of Potentials, joint effort should be paid to stimulating realistic vocational clarification, involving students in the social life of the campus and, as needed by all sub-groups, using multiple means to promote faculty, staff and student interaction.

Minority students on college campuses present a unique set of characteristics and circumstances. For many, college opens the door to a brighter future. For some, college (and its requirements) is seen as overwhelming. The campus community as a whole should strive to provide a supportive atmosphere for minority students by acknowledging their differences as well as their similarities with the ultimate goal of enhancing their educational achievement, not simply their presence in higher education.

APPENDIX A
SUMMARY STATISTICS
(In percents)

	Undirecteds	Unrealistics	Potentials	Achievers
ACADEMIC BACKGROUND				
Parents' Education				
No college	34	24	30	28
College graduate	30	48	48	41
College dropout	30	13	20	27
Missing data	6	15	2	4
SAT Scores				
Verbal	360	380	390	420
Math	380	400	410	450
Combined	740	780	800	870
High School Grades				
A average	5	9	10	23
B average	63	78	70	70
C average	31	13	20	8
D average	1	0	0	0
COLLEGE EXPECTATIONS				
Why choose UMCP?				
Cost	11	8	12	12
Geographic location	29	23	26	27
Academic programs	25	47	35	43
Friends/relatives	17	9	12	11
H.S. counselor	3	5	7	4
Financial aid	5	5	7	4
Not accepted elsewhere	9	3	0	0
Expectations not met				
All expectations met	11	13	15	11
Physical environment	2	3	2	8
Interpersonal	12	19	12	16
Personal	9	1	5	7
Academic success (GPA)	20	19	7	10
Academic expectations	25	26	29	27
Living arrangements	2	4	2	0
Faculty relationships	8	8	7	10
Had no expectations	1	4	3	1
Other	8	4	19	10
Chances of dropping out				
Little or no chance	73	78	32	92
Some	27	21	68	8
Chances of transferring				
Little or no chance	32	48	32	21
Some	68	52	68	79
Highest degree sought				
Bachelor's	17	15	13	19
Master's	23	18	30	19
Ph/EdD	4	7	5	9
Professional	45	55	47	48
Other	4	1	2	1
Missing data	7	4	3	4
Expect to graduate with 4.0 GPA				
Little or no chance	61	44	58	45
Some	39	56	42	55
Expect to graduate with honors				
Little or no chance	50	42	50	28
Some	50	58	50	72
Main cause of difficulty adjusting to college				
Academics	41	46	41	40
Bureaucracy	3	1	5	3
Autonomy	24	19	19	20
Interpersonal	15	17	24	18
No difficulty	2	1	0	5
Other	15	16	12	13
VOCATIONAL DEVELOPMENT				
When chose major				
Before senior year h.s.	33	68	32	53
During senior year h.s.	33	21	27	34
Freshman year college	10	8	12	10
Undecided freshman year	25	3	30	2
"I am certain about my career choice"				
Disagree	27	5	44	4
Neutral	42	11	35	21
Agree	31	84	21	75
Gains in degree of vocational preparation				
Little or no gain	28	12	38	16
Some gain	49	42	37	41
Good to great amount	23	46	25	43

	Undirecteds	Unrealistics	Potentials	Achievers
Satisfaction with present career choice				
Well satisfied	22	69	10	58
Moderately satisfied	38	20	46	37
Dissatisfied but intend to remain with it	7	1	5	1
Intend to change	12	6	5	3
Not yet decided	21	4	34	1
ACADEMIC DEVELOPMENT				
Fall academic semester				
Poorly	44	42	24	11
Not as well as could have	20	28	17	28
Met expectations	26	18	27	22
Good to very good	7	14	32	39
Other	3	0	0	0
Study habits				
Usually fall behind	82	59	63	48
Usually keep up	18	42	37	52
Academic development				
Little or none	29	5	10	7
Some	45	57	55	43
Good to great deal	26	37	35	50
Sought tutoring				
Yes	47	35	39	36
No	53	65	61	64
UMCP grade point average				
Freshman year	1.19	1.42	2.37	2.57
Sophomore year	1.88	1.75	2.21	2.23
Junior year	1.95	1.91	2.22	2.33
Senior year	2.07	2.22	2.58	2.36
INTERPERSONAL EXPERIENCES				
Degree of support: staff				
Little or none	72	64	65	68
Some to very much	28	36	35	32
Degree of support: advisors				
Little or none	72	65	63	75
Some to very much	28	35	37	25
Degree of support: faculty				
Little or none	66	60	66	66
Some to very much	34	40	34	34
Participated in extra-curricular activities				
Yes	53	29	36	36
No	47	71	64	64
Attitudes of friends toward being at UMCP				
Discouraging	3	6	3	5
Neutral	20	13	14	16
Encouraging	77	81	83	79
Feelings about being at UMCP				
Positive	94	57	54	57
Neutral	0	30	46	26
Negative	6	13	0	17

	Undirecteds	Unrealistics	Potentials	Achievers
FINANCIAL CONCERNS				
Employment status (students only)				
Fall freshman year				
Unemployed	50	54	57	66
Part-time (1-20 hrs.)	40	37	42	26
Full-time (21 + hrs.)	10	9	2	8
Fall sophomore year				
Unemployed	27	38	26	39
Part-time	54	44	66	48
Full-time	18	18	8	13
Fall junior year				
Unemployed	25	24	26	32
Part-time	46	48	63	57
Full-time	29	29	10	11
Source of financial support (Year 1)				
Parents				
Not	18	10	22	13
Minor	34	29	30	41
Major	47	61	48	46
Loans				
Not	40	52	47	50
Minor	26	11	12	12
Major	34	37	42	38
Scholarship(s)				
Not	30	30	25	28
Minor	18	29	32	27
Major	52	40	43	45
Degree of Financial Concern (Year 1)				
Major	60	59	52	45
PERSISTENCE AT UMCP				
Year Two				
UMCP	39	35	82	77
Nonstudent	15	21	3	4
Transfer	32	22	10	4
Uncontacted	14	22	5	15
Year Three				
UMCP	20	24	72	60
Nonstudent	20	13	3	5
Transfer	30	27	10	8
Uncontacted	30	36	15	27
Year Four				
UMCP	18	16	55	48
Nonstudent	18	18	5	5
Transfer	28	23	17	9
Uncontacted	36	43	23	37
UMCP GRADUATION RATE (as of Fall '88)	14	13	42	51

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If you have not already received a copy of the introductory Maryland Longitudinal Study report which fully describes the study, instruments used, and populations studied, write:

Maryland Longitudinal Study
The University of Maryland at College Park
2108 Mitchell Building
College Park, MD 20742.